

ADDRESS

AT

OPENING OF MEDICAL CLASSES

IN

University of Glasgow,

SESSION 1886-87.

BY

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IN ORDINARY TO THE QUEEN.*

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ADDRESS AT BEGINNING OF SESSION 1886-87.

GENTLEMEN,—To-day I am called on for the second time to address the Medical Students of this School at the outset of a Winter term, and to offer you the hearty greeting of the Faculty, which I for the moment represent. Twelve years ago the same duty devolved on me, and I regret that the experience gained in the interval has not enabled us to substitute a more convenient or interesting mode of marking the resumption of our work than that which I must now endeavour, as best I can, to perform. If it is an important event for you to enter upon or resume your medical studies, it cannot fail to be to us, on whom so much responsibility rests, a period of anxious anticipation. As years roll on, the task that is set before a teacher in our department seems to augment in difficulty. The science we teach is ever enlarging. New facts, fresh discoveries, amended interpretations of old tenets, endless hypothesis come up for consideration, and it is our duty, for your guidance and instruction, to weigh and judge these so as to separate the wheat from the luxuriant mass of tares with which it is ever mixed. Every session the difficulty increases of overtaking, within the prescribed period, the work we have to do.

There has been, I am pleased to be able to note, much real progress made in this School since 1873, when I before gave the introductory address. Then we had hardly become settled in these buildings, and the magnificent hall in which we now meet had not been commenced by its noble donor. The venerable pile from which we had just removed still stood where for so many years it had been the centre of light and culture. Its very site will soon be difficult to trace.

“Men are we, and must grieve when even the shade
Of that which once was great has passed away.”

These buildings then seemed so spacious that there appeared no limit to our powers of expansion, but such has been the

increase of students in all departments of the University, and so many new subjects or sections of subjects have now to be taught in order to keep abreast of the times, that we are already almost as much hampered for room as we were in the old place. It was, perhaps, inevitable that this growth could not have been anticipated, but the fact must be faced and provided for; and if the medical department in particular is not to be seriously crippled, and placed at a great disadvantage as compared with other schools, much more room must be supplied. There is hardly a medical class within this building which does not urgently require more accommodation. The anatomical department, which is the very foundation of the whole medical edifice, is lamentably deficient in space. I regret that the useful outgrowth, belonging, I fear, to no known order of architecture, which the distinguished Professor of Anatomy has hung out in so conspicuous a place, has not as yet extracted from some generous and scandalised critic a more æsthetic substitute. My own class room has been long overcrowded, and is now almost unendurable. Constructed to hold 140, last winter it had to accommodate 245. The number of students of surgery during the last term of my distinguished predecessor was 128, and when I was myself a member of that class it only reached 62. Since this College was built, the number of students in all the departments has doubled, and the Glasgow School of Medicine is now the second largest in the United Kingdom. So much for the increment of fourteen years.

In the Medical School we require accommodation for training in the practical use of those many ingenious mechanical appliances which have proved in late years so useful in giving precision to medical investigation. Pathology, too, is as yet without a home, or the endowment for a Professor; and valuable preparations in all departments are liable to loss and injury from want of proper stowage.

The academic and social life of the university will, however, be greatly promoted by the early completion of the Union Buildings, and I anticipate with much satisfaction the acclaim which you will accord to the generous founder when his modesty allows his personality to be divulged. Provision will be made in these premises (practically outside of the college) for Waiting, Reading, Debating, and even Smoking, and I hope Eating Rooms; and it will be your own fault if, with such an establishment, and your Representative Council to express your wishes, the advantages to be derived from a residence here are not much augmented. I know it is

a cherished wish of the donor of the Union buildings that that institution should provide as far as possible those happy influences which prevail in similar societies in the English universities, where the intercourse and the customs do so much to promote propriety of manner and decorous behaviour. I may here say, in passing, that I would greatly rejoice if some form of intra-mural residence could be instituted in our Scottish schools such as has been found to answer so well, and *even to pay*, in connection with some of the London Hospitals. Such corporate life, if well regulated, is one of the most humanising and refining influences which can be brought to bear on young men.

But to pass on. There is, in my opinion, no want so clamant, amidst all our requirements, as a good working museum, which would contain the preparations of the various Professors at present scattered in different parts of the building, and which, if combined with the valuable collection of William Hunter, and put under active management, would be invaluable for the illustration of lectures and for private study.

Further, the Western Infirmary hardly existed in 1873, and certainly our clinical work was not then organised as it is now. Two University teachers have been added to our staff, an extensive wing built, and the internal organisation so completed, that I know no hospital at home or abroad which is better arranged or where more careful work is done; but here again our increased numbers cause embarrassment. The accommodation for patients is too restricted, and theatres for clinical instruction, and laboratories for special investigations and post-graduate courses are greatly wanted. Efficient clinical work is the very life of a medical school. It is as important for the patients as the students that thorough, methodical, and careful bed-side investigations should be made. It is where such work is most minutely and conscientiously pursued that the welfare of the sick is best secured. Proposals have recently been made to draw closer the relationship between the University and the Royal Infirmary, so as to render the wards in that institution available for clinical purposes, and certainly if this can be accomplished in such a way as to keep intact the University discipline and supervision, I would hail such an arrangement with pleasure. Not to speak of the beautiful Children's Hospital, the two Eye Infirmarys, the admirable Fever Hospital, and the Aural and Dental Institutions, Glasgow possesses (between the Royal and Western Infirmarys) about 1,000 beds, which is the ideal at present aimed at in Edinburgh. The Western

only requires funds to make it a perfect clinical hospital, and surely, notwithstanding the "bad times" of which we hear so much, there are many benevolent and spirited citizens in this great city who would rejoice to complete this important and beneficent work. *It would be a noble monument to commemorate the Jubilee of our gracious Queen.* Edinburgh, which is thought to be so much poorer than Glasgow, has lately spent £305,000 on her hospital, besides endowing it (notwithstanding a doubled outlay for maintenance) with a quarter of a million of stock. But besides this she has erected and equipped in the most complete fashion a magnificent medical school, and a private individual has just undertaken at great expense to build a Common Hall. Another gentleman, whose very name is suggestive, Dr. Duncan Vertue, lately bestowed £115,000 on the Edinburgh Infirmary. I much fear all the *virtue* in the West is hardly up to such a donation. With the most profound respect for those who so generously multiply our already numerous bursaries, or who are so good as to complete our steeples and our gateways, I would yet presume to suggest that infinitely more good would be done by providing larger class-rooms, a medical museum, clinical theatres, teaching fellowships, and removing the abiding disgrace (for it is little else when we remember what has been done for that department in Edinburgh and Aberdeen) of there being no endowed chair of Pathology in the school.*

But, Gentlemen, there is another point of view from which this financial question may be looked at. In Edinburgh, between 1865 and 1886—*i. e.*, in 21 years, the medical students (see recent address by Professor Chiene) are calculated, on carefully prepared data, to have spent for living the enormous sum of £1,760,000. Last year they spent upwards of £140,000. Now, though I know that our medical students alone are not so munificent as this, still the contributions to this city made by the whole body of our alumni (which greatly outnumber the Edinburgh medical undergraduates) must have at least reached that huge sum. After all, then, it would not be so bad an investment if our citizens increased the capabilities of our university by enlarging her premises. But without being forgetful of the very munificent aid we obtained when this college was built, I may surely venture to appeal to the

* Notwithstanding the great sums already received in Edinburgh, a further movement has been started to enlarge their Hospital still more; and Aberdeen is also making strenuous efforts to raise a large fund for the extension of her Medical School.

further generosity of our fellow-townsmen on a higher and more worthy ground than mere *quid pro quo*. Has not this venerable and esteemed seat of learning shed much renown and brought no little honour as well as indirect gain to this city? Though less prominent now than when the town grew up around her walls, and owed almost its very existence to her patronage, and though her voice is largely overborne by the increased din of the market-place, yet the still small voice of that science which it has been so long her glory to teach has done much to inspire the brains and quicken and direct the inventive skill of those men who have amassed the wealth of this great city and made her name famous to the very ends of the earth.

Before proceeding further, I must recall the melancholy fact that since 1873 death has removed many distinguished men from among us. Three Chancellors (the Dukes of Montrose and Buccleuch and Sir William Stirling Maxwell), one Rector (Lord Beaconsfield), one Principal, two Assessors to the Supreme Court, three Medical Assessors, eight Professors (the last and the not least loved of whom was laid to rest only a few days ago) as well as our Librarian and Registrar, have all died. Three Professors (including our present distinguished Rector) have passed into honourable retirement, and three have left us for other spheres of usefulness. Three new Chairs have been also founded during the same period.

I have referred to the remarkable prosperity which of late years has marked this and the other Scottish schools. This, as might have been anticipated, has given rise to no small envy beyond the walls. Local ambition suggests invasion and the division of what is called "the spoil," while others at a distance and nearer the seat of the legislature would gladly overturn a system of instruction which has attracted so many of their pupils to the North. The captivating term of "Reform" has been applied by both parties to their desired aims. We live in a time of change, and above all of criticism and restlessness. Every institution which has a history, every custom which has become venerable—nay, every belief which is cherished (and in no small measure in proportion to the regard in which it is held) is assailed with perfect phrenzy. The irresponsible critic is not, however, always the safest guide, and if, in inaugurating changes in the management, methods, or arrangements of great national institutions like the Scottish Universities, the authorities proceed with circumspection, do not suppose that they are unwilling to advance, or that they are blind to the signs of the times. The past

history of the Scottish Colleges, no less than their present healthy and flourishing condition, should be taken in evidence. As regards medical affairs, their past action reflects much honour upon them. Before the medical revolution of 1858, the Scottish Universities had voluntarily secured for the medical student and practitioner most of the advantages now enjoyed, hence their class-rooms were crowded with students from every part of the civilised world. The English and Irish incorporated bodies took but little heed of the profession. The great English Universities, engrossed in the cultivation of pure scholarship, not only gave medicine and the mere bread-and-butter sciences the cold shoulder, but actually diverted foundations intended for the advancement of medicine to other purposes. The Colleges of Physicians and Surgeons and the Apothecaries' Company were not teaching bodies. The first stood aloof in academic superciliousness from the mass of the profession, and became, according to the accusation of one of themselves, "little better than a gossiping club for Oxford and Cambridge graduates." The College of Surgeons give a qualification in surgery alone, so that it was left to the Apothecaries' Company mainly to direct and control medical education in the South. It was under its authority that the apprentice system came into use which did so much to degrade the profession by rearing a large class who were little better than peddling tradesmen. The only good I know which arose from apprenticeship was that it frequently provided the young lads who were pursuing their studies in the great towns with a home and the kindly influences of the family circle. It was in Scotland alone that an efficient and complete medical education was enforced, and a qualification bestowed to practise the whole science and art which was there taught.

Though not, perhaps, immediately belonging to my subject, I cannot avoid stating here what I lately saw recorded regarding the number of universities and their students in different countries, as I think it bears most honourable testimony to what this small and poor country of Scotland has done for education. While the great German Empire in 1883 (the year of these returns), with a population of forty-five and a quarter million inhabitants, had 21 universities and an aggregate of 25,000 students; and England, in the Universities of Oxford and Cambridge, Durham and Manchester, and with a population of twenty-six millions, had but 5,500 students; Scotland (which is, according to Sydney Smith, but the mere knuckle end of the joint) had four universities and 6,641 students, her population being under four millions (one-sixth of

England). European Russia, again, with a population 23 times greater than Scotland (85 millions), had but 9 universities, and fewer students than those attending the Scottish universities.*

With all, however, that can be said regarding the past and present, the most important question is, What can be done in the future to extend and improve our system and methods of working? On that subject all I would venture to say is, that if more work is to be got through—*i.e.*, if the curriculum is to be further loaded by the addition of new subjects or divisions of subjects, *six* years is a more reasonable time to devote to your medical education than *four*. At present, subjects of vital importance, and above all, really efficient clinical training, cannot be mastered in the time set aside for the work. I was interested to find, when this season in Norway, that in so little considered a state as that, the medical course extended to 7 or 8 years. I hold as strongly now as I did in 1873, that the only alternative to the addition of one or two years to the course is either to make efficient provision for the preliminary study of those scientific branches which now chiefly occupy the early part of the course, or to curtail them largely and bring them into more near relationship with, and give them a closer bearing on, the special subject of practical medicine. I heartily subscribe to all that can be said, and which I have heard so well said in this very place (and by none better than the Professor of Botany last year), as to the supreme good of these studies with their precise and exact methods in training the mind for professional pursuits, but I cannot assent to the practice which now prevails in all our schools of forcing these large, ever extending, minute and much elaborated subjects on all students alike, whether they intend to devote themselves to purely scientific pursuits or desire merely to enter on the ordinary duties of medical practitioners.

Again, you are no doubt aware that, at this moment, a very lively controversy exists regarding extra-mural teaching, and that even free competition is not without its advocates. Every extra-mural teacher naturally considers himself vastly superior at all points to his counterpart within the walls. That the professor has an endowment derived from funds which have been dedicated to the purpose by the state or by

* The relative value put by the German Government and our own on Universities may be roughly guessed, when we consider that the former devote annually over £140,000 to their support, and that in a recent Bill an attempt was made to fix the grant to the four Scottish Universities, for all time coming and for all purposes whatever, at £43,000 a year.

individuals—that he has a status in virtue of his academic functions—that he examines for the degrees bestowed by the University of which he is an official, are all sources of heart-burning, and demand “reform.” Of course, there is no envy at the bottom of all this desire for change—it is altogether a matter of pure principle. How often do we find, however, that this zeal cools when the reformer manages to scramble within the sacred precincts, and that what was before denounced as a grievance, becomes not only a legal, but a very reasonable arrangement. I have every reason to speak with gratitude of extra-mural training. It educates and prepares men for University work—it spurs on the intra-mural professors—it provides alternative courses if a college teacher is defective, or careless, or worn out. All this is good; but, that no evil may accrue therefrom, such teaching must be under the same rigid discipline and supervision as the University imposes. If this does not exist, the competition will be downwards to lower, and not upwards to increased excellency. Without the independence which an academic position secures, and forced to attract pupils for sheer existence, there is a real risk of lax discipline, careless work, irregular attendance, and mere cram to satisfy the examinations usurping the place of the ordered system which the corporate jurisdiction of a great university ensures. I am free to admit that, in Edinburgh, where alone extra-mural teaching has taken firm root, private enterprise has, from the first, acted most beneficially. The great school now existing there owed its very existence to men at first unconnected with the College. It was mainly by their persistence that the University School was established. Botany was first taught, and instruction in both anatomy and surgery was given in the College of Surgeons long before they were represented within the University. Munro, *primus*, the real founder of the Edinburgh Medical School, first lectured outside the walls, but finally became professor at the magnificent salary of £15 a year. For upwards of half a century the influence of the Munro family (*i.e.*, of the descendants of the great anatomist) prevented systematic surgery being taught in the University, and it was only by the institution first of a chair of clinical surgery, and afterwards of one of military surgery in the College (to the latter of which, by the way, Dr. John Thomson, father of our own distinguished Professors Drs. William and Allen Thomson), that the great hiatus was filled up pending the death of Munro, *tertius*. In point of fact, a chair of surgery existed in this University 16 years before it was established in that of Edinburgh. The Edin-

burgh Extra-Mural School has thus a most honourable record, and at no time has it been stronger or more useful than at the present moment. In Glasgow it has never attained the same importance, and I may say, without disrespect or disparagement, that of late years it has not advanced.

The German system of "*Privatim docentes*," of which, too, you have, I dare say, heard much, and the merits of which I frequently hear extolled, has little or nothing in common with extra-mural teaching as practised here. It does not imply any real competition with the professors. These private teachers are for the most part assistants past or present to the professors, and I may add, parenthetically, that, with Teutonic modesty, they do not suppose, or anyhow do not constantly affirm that they are in all things superior to the university professors. They usually lecture on special departments, and are in no sense rivals of the intra-mural teachers. Now, in this there is real good, and it points in a direction which might be usefully followed in Scotland. I would be glad to see the privilege of teaching accorded within the University—under her discipline and control, and as part of her system to fill graduates with honours who show an inclination or aptitude for the work. With our increasing numbers an augmented staff of teachers adjusted to various kinds of work is highly desirable. The Professor-in-Chief might be the cope-stone of the departmental edifice, and assistant professors and Lecturers, all animated with a desire to make the University training as perfect and complete as possible, would be his active co-operators. Such a scheme would, in my humble opinion, be easily adjusted.

The system which at present prevails of examining on subjects in groups at the end of the different years of study has doubtless much to commend it, and is certainly a far more effective test of a student's knowledge than the plan which it replaced, but there is this serious and fatal drawback to it that the preparation which it entails on the student interferes most seriously with the regular work of the session, and is, as many of you know too well, an abiding source of distraction. The examination mania is not, I am glad to say, just so acute now as it was a few years ago, and reliance on the examination test alone has fewer advocates. An examiner who is also a teacher of the candidates, as with us, has the great advantage of watching the men during their whole undergraduate career, and so can form a far truer estimate of their acquirements and their fitness to pass than those whose opportunity of judging is confined to a few minutes at the examination

table, where nervousness, confusion, and inability to express himself clearly may seriously handicap a careful and well-informed candidate. To examine well is a very difficult task which requires not only experience, but special aptitude. It is Rousseau who says, "To question fitly is the art of a master. Many forget that what is required is not to aim at exposing a student's ignorance, but to extract from him what he knows. This demands much experience in the examiner, and a wide and minute knowledge of the subject. Then only will the questions be duly varied so as to cover a large area, and the aspect in which the candidate looks at the point be correctly understood. Taet, patience, freedom from bias, and a fair, judicial mind are essential. Such qualifications are, I humbly submit, most likely to be found among men whose habitual business it is to deal with students. The preposterous suggestion that a professor is liable to be biased at these examinations in favour of his own pupils is too contemptible to deserve notice. Does his official and independent position or that of an irresponsible representative of another school afford the best guarantee for capacity and fitness, for fairness and impartiality? The present arrangement, by which the teachers, aided by assessors chosen by the University Court and so independent of the professors, are the examiners, seems to me to supply the best available arrangement for securing a searching, but fair trial.

But, to pass to other themes for the short time remaining at my disposal, I would express a hope that all of you who have become members of this ancient seat of learning are duly impressed with the privileges you thereby acquire and the responsibilities you assume, and are prepared to fulfil the duties which appertain to your acquired heritage. Many of you have just come from school. Pray, remember that you are no longer schoolboys, but men. In your behaviour here make it always apparent that you realise this fact. All childish habits, all thoughtless conduct is unbecoming and unworthy of your new position. Be ambitious to uphold and increase the dignity of an institution which in all honour and repute has held the field for 400 years. The medical student of to-day is not the turbulent numskull of popular tradition. He has neither time nor inclination for foolish pranks, and I confidently anticipate that you will prove yourselves worthy successors to the many hard-working and conscientious men who have of late years filled our classrooms.

Yes, gentlemen, the University is a serious and important

pace dedicated to the gravest pursuits. All trifling and idleness is both a folly and a crime. There is no sham work allowed here. Everything is earnest and real. Thoughtlessness, believe me, is no venial offence; it is a grave and reprehensible outrage on yourselves and all with whom you are connected. Hear what Ruskin says about it—"I have no patience with people who talk about the thoughtlessness of youth indulgently. I had infinitely rather hear of thoughtlessness in old age and the indulgence due to that. When a man has done his work and nothing can be materially altered in his fate, let him forget his toil; but what excuse can you find for wilfulness of thought at the very time when every crisis of future fortune hangs on your decisions. A youth thoughtless," he continues, "when the happiness of his home for ever depends on the chances or the passions of an hour! A youth thoughtless, when the career of all his days depends on the opportunity of a moment! A youth thoughtless, when his every act is a foundation stone of future conduct, and every imagination a fountain of life or of death! Be thoughtless in after years rather than now."

Gentlemen, it must never be forgotten that a true university training has a very exalted and noble aim. It is not its only—nay, according to some high authorities, it is not its primary or real purpose at all to supply special marketable knowledge. Its true aim, in the widest sense, is *culture*—*i. e.*, the development and bringing to maturity and perfection the whole of man's latent powers, so as to raise him towards the measure of the stature of the true man—the standard of the All-perfect, and this irrespective of all special pursuits. "A well educated man," according to Whewell "is one who knows something of everything and everything of something." A liberal education should till the whole soil of our being. It should eradicate all hereditary or acquired weeds. It should clear the mental eye of all motes, which cause prejudice or misconception, and enable it to see the right and true, so that the man may not only be able to prove all things, but hold fast that which is good. In this way it begets that "self-reverence, self-knowledge, and self-control," which is the summing up of the whole matter. Education, I have said, aims at the development of the whole man—intellect, heart, and spirit. It awakens his sympathies and binds him to others by the bond of mutual help. A recent writer (Momerie) defines "true morality" as "the identification of one's own life with the lives of others," and this as the first step to that higher development in which we sink and lose our lower and mere human life in that more

perfect Divine life which is hid in God—hidden with that Supreme Being who, though unrecognised till the mental ear is opened, most surely stands and knocks at the door of every human heart. It is this higher development which constitutes "religion."

But true education can only be worked out by each man for himself. It is a prize, however, which all can win. Teachers, books, companions, mutual intercourse, all help the discipline and "stretching" (to use Wendell Holmes' phrase) of the various faculties, and ripen them for use. "The end of life is not then to get, but to *be*." It is by what we become, and not by what we win of wealth or prosperity that we will take our place in the Eternal progress. In the concluding words of our Rector's eloquent address, I would say—"Every human soul bears the seed of a boundless destiny, which it is for each one to nourish and rear into fulness of growth, and make fruitful of abiding good by faithful, unwavering devotion to truth and duty." Let the seed, then, which you sow be of the right sort (for by want of circumspection it may readily be mere tares). Let its growth be carefully tended. The harvest will not be reaped here alone, but throughout eternity; "for whatsoever a man soweth that shall he also reap."

Now, Gentlemen, the training of which I have spoken is essential for you if you aim at becoming worthy members of a profession which is ever trying, however vainly, to solve the most difficult problems which can be submitted to the head and heart, and which will bring you into contact with your fellow-men in every aspect of their lives, and above all, in their hours of deepest need and sorest trial.

Again, of the many influences which go to mould a man's character, none perhaps are more potent than companions. The mutual effect for good or evil thus engendered is incalculable. From the time of Pythagoras downwards this has been expressed in many ways. "Show me with whom he associates and I will tell you his character," &c. "He that walketh with wise men shall be wise, but the companion of fools shall be destroyed." But who are the fools? Well, in the sense now spoken of they are the libertine, the idle, the sceptic, and those whose coarse and unbecoming conduct repel you. Never associate with a man you cannot thoroughly respect and gain some good from. That is a simple and useful rule. Be master of yourselves in all things. "Keep a conscience void of offence." It is infinitely easier to avoid the beginning of evil than to renounce it afterwards. Temp-

tation you must encounter. Resisting it strengthens the character as the tempest gives firmness and vigour to the fibres of the oak. Let not the holy temple of your bodies be defiled by any uncleanness. Remember Tom Hughes' advice—"The only thing to do with "wild oats" is to put them carefully into the hottest part of the fire." A very trifling lapse from virtue may start you on the fatal path. A tiny grain may pollute and intrinsically alter a pure solution.

"The little rift within the lute,
That by and by will make the music mute,
And ever widening, slowly silence all."

Further, I must not omit to say that sufficient bodily exercise and well regulated amusement should find an important place in the scheme of your daily work. By substituting the word "medicine" for that of "law," you might well adopt the adage of the old Lord Chancellor—

"Seven hours to medicine, to soothing slumbers seven ;
Ten to the world allot, and all to Heaven."

The brain needs rest and variety of work just like an over-used muscle. As a foil to your special studies and as the best preservative against that narrowness which all mere professional pursuits are apt to engender, you should cultivate the writings of our great essayists, poets, and novelists—*i.e.*, the best thoughts of the best men in all countries. These will serve to render "distraction from labour beautiful, and not only beautiful, but beneficent."

It is a duty you owe to yourselves to attend sedulously to your health. If the flesh is weak, a spirit, however willing, can do no good. The tendency of late years, however, in all our schools is to give, perhaps, undue prominence to "sports," and to make a greater hero of the athlete than the student. That temperance (using the term in its widest sense), self-reliance, and courage are largely promoted by athletic exercises, I am ready to believe, and so I should be glad to see them carefully cultivated, but always in their proper time and place. In this connection I would strongly recommend to your support the admirable gymnasium which supplies, at so trifling a cost, that exercise which our uncertain climate does not always allow of being otherwise obtained.

Gentlemen, you will find in this University the most perfect supervision both in class and hospital ward. This is a duty we owe to you, to your guardians, and to ourselves. Let me then entreat you to make a good beginning of your work. As you begin—diligent or idle—you will probably continue. It

is usually easy to foresee from a very early period the future career of a student. Try to gain the good opinion of your teachers. It may prove of great, even vital importance to you in after life. Go up for each professional examination in its due place, and never roll two into one term. Trust your professors to accord you every aid and sympathy. "Good pupils make good teachers." I may be allowed to say that in Scotland the chairs are filled by men who have devoted themselves to the various subjects which they teach, and who, on that account, gained their academic positions. All make their teaching the main, and some make it the sole occupation of their lives, and in this you have a guarantee that they will keep abreast of the time. If, as has been said, they do not contribute much to the ephemeral literature of the day, the explanation lies in their absorbing occupation.

I am done, and I thank you heartily for the patience you have shown me. You seek entrance into a profession whose repute each in his place can, in some measure, affect. If pursued in a right spirit, it will prove worthy of your utmost regard. It is beyond gainsay one of the most honourable and humanising of occupations; but no profession, however dignified, can ennoble those who embrace and pursue it with the sole sordid aim of gaining their daily bread. By you its honour can be sustained and even increased, or you may convert it, as too many do, into a miserable trade, full of petty anxieties, marred by mean rivalry and jealousy, and passed in bitter toil.